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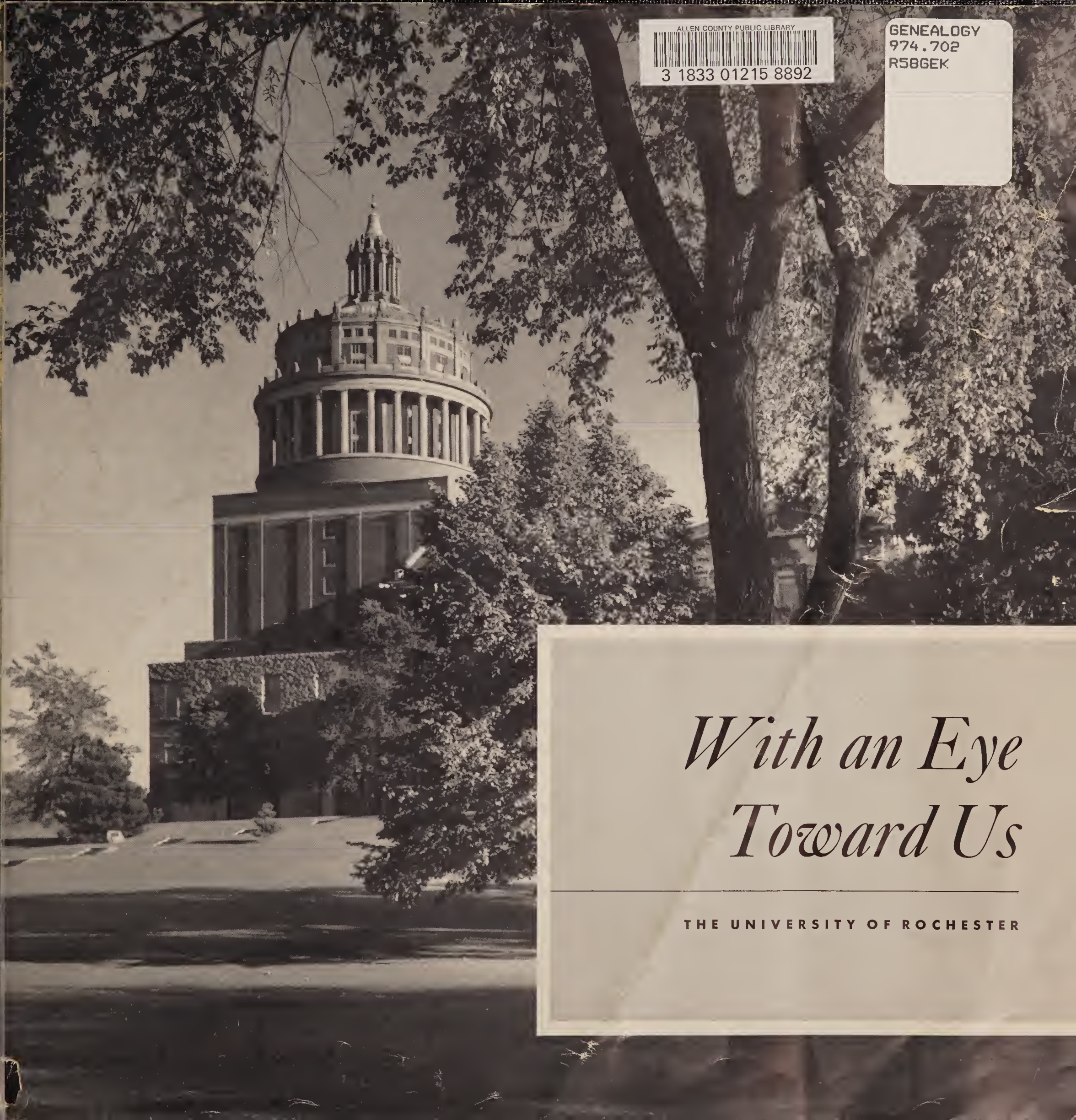

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With an Eye Toward Us

THE UNIVERSITY OF ROCHESTER

Our University

The University of Rochester is asking industrial corporations, business firms, and thousands of friends of the University, as well as alumni, to contribute to its $10,700,000 Development Fund. Many of the non-alumni men and women who will be approached in the next few months have already expressed their willingness to participate, but they have done so with an eye toward us—*the alumni of the University.*

The story of the University of Rochester is the story of thousands of us, men and women, who have helped make the University's accomplishments finer, its service wider.

Of diverse interests and backgrounds, we have shared confidence in the inner spirit and courage of our University. For us it has been more than just an institution. Each one of us who has taken part in this enterprise has felt his life the richer for doing so.

As University alumni, we understand what the University of Rochester is and what its accomplishments have been in terms of creative human lives. What some of us may not understand is the University's present opportunity . . . an exciting opportunity to provide education alert and resilient enough to meet the varied challenges of a troubled world.

The opportunity is twofold . . . it is not only the University's, it is ours. We, the alumni of the University of Rochester, can join those who, since 1850, have sought the realization of their high ideals through the University. By giving enough to the University's $10,700,000 Development Campaign, we can demonstrate to others that we believe in our University's ideals and are willing to sacrifice to achieve them.

The University of Rochester is our university. Others will give, but they will give more if we lead the way.

Cornelis W. de Kiewiet
President of the University

"A university must grow and change, else it languishes and loses its place. This we see when we contemplate the three main activities which a university must support:

"The first is to pursue knowledge whithersoever it may lead and whatever its present usefulness may be.

"The second is to co-operate in the technological process . . . to bridge the gap between what is known and man's practical benefit.

"The third is the most important of all—the obligation to relate knowledge and technology to man's quest for dignity, peace and justice—all the qualities which make man a spiritual as well as a physical being."

C. W. DE KIEWIET

Lives of responsibility, lives of courage and vision, difficult lives in a difficult time—this is what the older generation today asks of young men and women.

Midway, Anzio, Berlin, Pusan—these words signify an anguished world and a young generation which has never known tranquillity. And to such words we must add recognition of the pressures built up in a society changing more rapidly in a decade than in fifty years of our grandfathers' lives.

Men and women who can deal with the unexpected, whose purpose and ideals will not crumble under stress—of them this nation and this community have a need sharpened by crisis. It is to develop such individuals, more than for any other reason, that our universities exist.

The skills which youth acquires through higher education are important, giving power and opportunity. But skills are not enough in themselves.

To skill must be added the capacity to exert leadership of staunchness and high purpose—whether in the tensions of day-to-day civil life or in distant battle.

To seek out young men and women who can develop into such leaders, and to prepare them for difficult times to come—this is the duty and the ambition of the University of Rochester. Through its Development Program the University seeks the means to do this work more effectively.

It is not too much to ask of the older generation that they help our universities to prepare young people for effective action in a shaken world.

At right, the old United States Hotel on Main Street West, where the University was founded in 1850. On the opposite page, the Genesee River and the tower of Rush Rhees Library, focal point of the River Campus in the 1920's.

Plans for Development

From five professors and sixty students in an old hotel building to the present great university centered on the River Campus—this is the physical record of the growth and vitality of the University of Rochester.

Three times in its history great opportunities have faced this institution. The first was in 1850 when farsighted men set out to lay the foundation of a university of high quality.

The second was in the 1920's when, with the aid of George Eastman and thousands of others, the River Campus was built, the schools of medicine and music established, and the University's field of service tremendously broadened.

The third period of opportunity is today.

The growth and achievements of the past 25 years have made the University of Rochester a leader among American universities. It has made varied and impressive contributions to the community and to the nation.

But now, with determined effort, it can become one of the most brilliant institutions of our time. The University's faculty, trustees and administration see clearly the steps which must be taken.

Since 1941 the annual costs of running the University have increased from $4,965,410 to $13,178,270 in the 1951-52 fiscal year. In the same period, the percentage of annual costs covered by the University's endowment dropped from 50 per cent to approximately 20 per cent, even though the rate of return on University investments is excellent.

Consolidation of the undergraduate colleges, addition of outstanding teachers to the faculty, courses of study adjusted to a changed world, new buildings and equipment, enlargement of the student body without sacrifice of quality—these are major aims in the many-sided program for progress.

The University Development Campaign seeks $10,700,000 to finance this program. Its three main objectives are described in the next pages.

UNIVERSITY OF ROCHESTER WOMEN'S DORMITORY
EGGERS & HIGGINS ARCHITECTS
WAASDORP & NORTHRUP ASSOCIATE ARCHITECTS

A Finer Educational Opportunity for Women

From the drafting boards of Eggers and Higgins of New York City and of Waasdorp and Northrup of Rochester have come plans for the Women Students' Center to be built on the River Campus.

The site, readily accessible, yet apart from the busiest sections of the campus, will be the crest of the hill northeast of Rush Rhees Library. From the site there is a magnificent view of the Genesee River and the sky line of downtown Rochester.

The architecture of the Women Students' Center will be contemporary, and its red brick and its balanced masses will harmonize with other buildings on the campus. The cross-shaped layout of the Center will make possible efficient and economical centralization of services, but the wings of the building will be operated as independent dormitories or "halls." Each living unit will be small enough to provide an intimate and homelike atmosphere.

The Center will provide living accommodations for 600 girls in four dormitory units, including dining facilities for women. It will also contain a clinic and an infirmary.

Close to the dormitory structure, built into the side of the hill, will be the women's physical education building, the long-desired successor to the present inadequate facilities of Susan B. Anthony Hall on the Prince Street Campus.

Our University

I. *Consolidation of the Men's and Women's Colleges on the River Campus*

Consolidation of the Men's and Women's Colleges into a single coeducational undergraduate college is a reshaping of the University to educate more effectively.

This reorganization will benefit the entire University, but most directly the College of Arts and Science, the Graduate School and the University School of Liberal and Applied Studies.

The reasons are logical and compelling.

The consolidation will make possible an undergraduate program better prepared to cope with today's educational tasks.

It will open to women students educational resources and fields of study now closed to them or available only under difficulty. This is at a period when national needs are calling women into many careers previously barred to them, and when young people increasingly consider coeducation a normal pattern for education.

Obviously the University cannot hope to offer equal facilities on two campuses. The laboratories, the library and other equipment of the River Campus cannot be duplicated on the old campus.

The two-campus operation is expensive, duplication of programs and facilities now costing at least $160,000 a year. And travel between the campuses has been an unnecessary strain for the faculty and staff.

Finally, four million dollars would be needed to modernize the Prince Street Campus for long-run use. Yet the neighborhood is not as attractive as it once was, and space is limited.

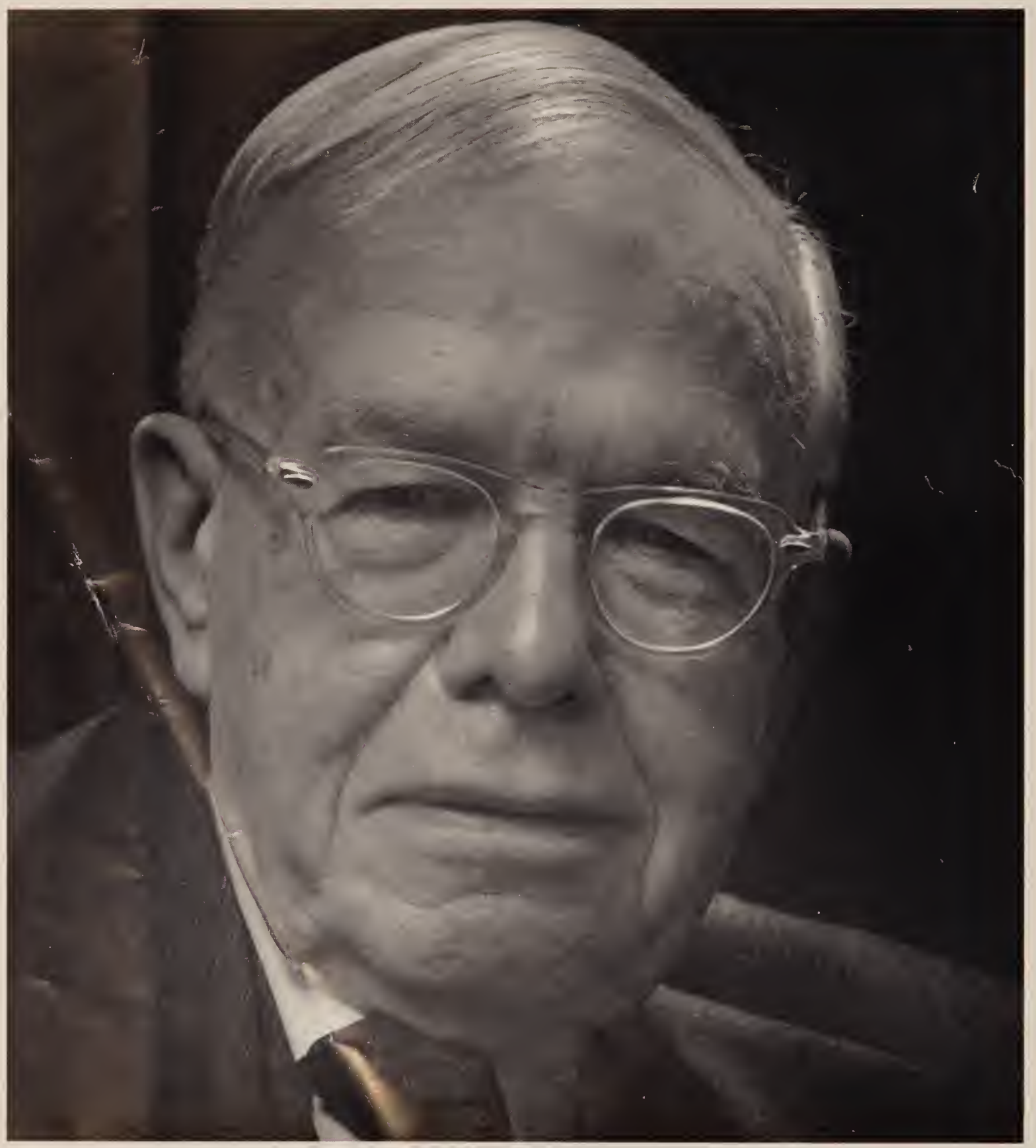
The Eastman School of Music will benefit from the consolidation by receiving Munro Hall as a dormitory for men—a long-needed facility. Cutler Union also will be available for use by the Eastman School. The Memorial Art Gallery and adjacent land will not be affected. The University School will concentrate its operations at the River Campus.

Necessary building projects, other new accommodations and remodeling on the River Campus to carry out the consolidation include:

1. A Women Students' Center.
2. A Physical Education Building for women.
3. A new building for men's dining facilities and faculty club.
4. Remodeling of Todd Union.
5. University School Headquarters.
6. Administration Headquarters.

Total cost of new buildings and remodeling required for the consolidation will be in excess of $6,500,000 of which $4,000,000 must come from the campaign.

Students on the porch of Rush Rhees Library



Dr. John Rothwell Slater
Gilmore Professor
of English Emeritus,
Member of the Faculty,
1905-1942

II. *Faculty*

New Professorships, Salary Increases

Teachers are the bone and fibre of a university. Their minds and characters are its greatest resource—its greatest endowment.

Even when it was small and struggling the University of Rochester had distinguished professors. Today the faculty includes many names which are world-famous.

But if the University is to make good its present opportunities, it must add outstanding men and women to its faculties, and it must assure adequate salaries for all of its teachers.

Professors of ability can strengthen and broaden departments, attract able students to Rochester, and enrich community life. The acquisition of mature and brilliant minds is a promise of success for the University and the city.

To attract and retain such men and women, however, the University must pay salaries in keeping with their abilities. Inflation has treated the nation's college and university teachers most harshly of all professional groups. Professors' salaries have risen only about half as much as the cost of living since 1940.

The University of Rochester has been able to increase salaries considerably in the past decade, but now it must do better. Other leading universities have acquired the means to raise salaries, and institutions which do not keep pace may lose many of their finest teachers. Unless it can meet this salary competition, the University of Rochester will not be able to do the quality job which the future of the community requires.

To add leading scholars to its faculties by establishing new professorships, and to start the needed adjustment of salaries, the University must have $160,000 annually, or the equivalent in endowment, which is $3,500,000.

III. *Students*

The success of any university must be measured to a large degree by the quality of its product—the young men and women it educates.

Thus the program for progress and greater service includes plans specifically concerning the student body. These plans are directed toward the goal of increasing the effectiveness of the University as an institution serving the entire nation, as well as meeting the educational needs of the Rochester community.

Rochester, more than most American cities, is a talent-importing community, because its needs are so great they cannot be supplied by the community itself. The University serves as the city's chief agent in training and importing leadership personnel.

As an institution of high reputation, the University attracts outstanding young people, trains them and each year sends them out into the life of the nation and the community. This task has been done well in the past. But the University is looking to the education problems of the future, and it foresees that it must do an even more effective job. To do so it has set up a unified program which includes:

1. Broader and more intensive coverage of secondary schools to enroll students of ability and promise.

2. An expanded program to test students' abilities and to guide them to proper courses and careers. This program is designed to prevent needless waste of talent through failures, withdrawals or improper selection of fields of study.

3. Greater emphasis on employment aid for graduating students. Through co-operation with local business enterprises, students will have opportunities for realistic insight into various types of jobs and careers.

4. A national Rochester Scholars Program to bring to the University of Rochester additional numbers of the most promising young men and women of the community and the nation, regardless of financial resources.

To carry out these plans, the University must have $140,000 of annual income, or its equivalent in capital, $3,200,000.

Our Frontier Is the Future

It challenges us, not to make a wilderness fruitful, but to build a peaceful and productive world.
Not the axe and the plow, but the strengths of the mind and the spirit will win this new frontier.
Not surrounding campfires, but man-made suns warn of its dangers.
Yet dangers faced and responsibilities shouldered leave legacies of courage and determination, of seeing far and planning boldly.
Toward the new frontier move those to whom the pioneer spirit is more a challenge than a birthright.
In that line of march, this University and all who share its brave ideal have their places.

What will the new University of Rochester be like?

We visualize a new coeducational undergraduate college of eventually 2,500 students which will continue the University's emphasis on scholarship of high quality. This will be about the size of some of America's most successful university colleges. It will be a closely knit institution, able to take full benefit of the University's great breadth of educational opportunities.

The college will stress the development of the individual student as well as the group morale or "esprit de corps" of the student body as a whole. A mature and effective coeducational relationship will be sought, and close ties between faculty and students.

The curriculum would stress "world awareness," broadening the heritage of Western culture with the now crucially important understanding of the emerging peoples of Asia and Africa.

In the University as a whole, a new concept of integration is the goal. Planning is University-wide, and the Development Program will have a far-reaching effect on all parts of the institution.

The professional schools, already world-famous, will continue their stress on training of highest quality, but there will be effort to draw all schools more closely together, reinforcing the educational strength of any one school or division with the strengths of the others. Because of its compactness and the excellence of each of its schools, the University of Rochester is uniquely prepared to carry out such an objective and realize the full potential of the University for intellectual development.

In so doing, the University of Rochester and the Rochester community can develop a greater Rochester. This is peculiarly possible in a community with the cultural resources, the scientific interests, the industrial potential, and the physical attractiveness of Rochester.

Finally, the University seeks to meet effectively the great range of responsibilities placed upon it by the Rochester community.

If the institution is successful in carrying out these objectives, we feel sure the campus along the Genesee can become the center of one of the nation's dozen truly outstanding universities.

L. W. de Kiewiet

Photography by Ansel Adams

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